DOCUMENT RESUME

ED 074 940 HE 003 914

TITLE	Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services.
INSTITUTION	Connecticut Commission for Higher Education, Hartford.
PUB DATE	Feb 73
NOTE	41p.; Report of Resource Group 5, A Discussion Paper for the Master Plan for Higher Education in Connecticut
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Opportunities; *External Degree Programs; *Higher Education; *Master Plans; Special Degree Programs; *Statewide Planning

ABSTRACT

This document presents the findings and recommendations of a resource group in charge of improvement of educational opportunity in Connecticut for the master plan for higher education in Connecticut. Due to the major finding of a need for more flexibility of degree offerings and requirements within the state, the group makes the following recommendations: (1) A comprehensive program for earning undergraduate degrees and college credit by nontraditional methods should be developed and coordinated on a state-wide basis including credit by examination, credit by transfer, credit for off-campus study, and credit for experience. (2) Priority for new opportunities in higher education should go to persons currently denied access especially veterans, minorities, low-income groups, shift workers, housewives, the handicapped, the elderly, and those seeking additional career education. (3) Immediate attention should go to expanding the utilization of existing and new systems for delivery of higher education services through radio, television, press, computer, and other technological resources. (Author/HS)

FILMED FROM BEST AVAILABLE COPY

IMPROVEMENT OF OPPORTUNITY

ALTERNATIVE APPROACHES FOR THE DELIVERY OF HIGHER EDUCATION SERVICES

ED 074940

The Report of

RESOURCE GROUP V

A Discussion Paper for the

MASTER PLAN FOR
HIGHER EDUCATION IN CONNECTICUT

(Supplements *Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit*, a report to the Governor and the General Assembly from the Connecticut Commission for Higher Education, January 1973)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Document #13
February 1973

HE 003 914

Note: This report is the work of the Resource Group; the reader is reminded that the recommendations made in this report are not necessarily opinions or positions of the Commission for Higher Education or any other group.

STATE OF CONNECTICUT
COMMISSION FOR HIGHER EDUCATION
P.O. Box 1320 Hartford, Connecticut 06101
AREA CODE 203 566-3913

February, 1973

To the Reader:

The 1972 General Assembly passed Public Act 194 which directed the Commission for Higher Education to develop a Master Plan for Higher Education in Connecticut by January 1974. In response, the Commission determined a structure designed to insure broadly based participation in the development of the plan. An overview of that structure is contained in the following document.

One of the most important elements of the Master Plan structure is the Resource Groups. Since September 1972, these groups, made up of over two hundred persons, have addressed themselves to major topics for the Master Plan. The reports of these groups have been made available to public boards of higher education with the request that the reports be disseminated to the chief executives and to the chief librarians of each institution and that the broadest discussion possible of the resource groups' topics be encouraged among faculty, students and interested groups. In addition, copies are being made available through public libraries and to organizations and governmental agencies which might be interested. Because the supply of the reports is limited, any interested individuals are permitted to reproduce any or all reports.

This report is one of eight Resource Group Reports. It should be recognized that the topics assigned to the Resource Groups are not mutually exclusive.. Therefore, the reader is encouraged to read all eight reports.

The Commission for Higher Education is most grateful to the many individuals who gave freely of their time and energies serving on Resource Groups. The excellent groundwork they have provided in their reports will facilitate the deliberations of additional groups and individuals as the process of the Master Plan development continues.

MEMBERS OF THE COMMISSION FOR HIGHER EDUCATION

Donald H. McGannon, Chairman, New Canaan
James J. Dutton, Jr., Norwich
Henry F. Fagan, Stratford
Miss Anne M. Hogan, Putnam
Miss Helen M. Hogan, Cheshire
Robert J. Jeffries, Westport
Mrs. Norma A. Jorgensen, Newington
Miss Margaret Kiely, Bridgeport
Mrs. Bernice Niejadlik, Danielson
Mrs. Irene Novak, Westport
John R. Reitemeyer, Barkhamsted
William J. Sanders, ex officio, West Hartford
The Reverend Herbert Smith, Hartford
Orville J. Sweeting, New Haven
Sister Mary Theodore, West Hartford

BOARD OF TRUSTEES FOR THE UNIVERSITY OF CONNECTICUT

Gordon W. Tasker, Chairman, Hartford
Merlin D. Bishop, West Hartford
Mrs. Eugene D. Jones, Wilton
Mrs. Albert N. Jorgensen, Jr., Newington
Walter B. Kozloski, Farmington
Mrs. Conrad J. Kronholm, Jr., Hartford
John M. Lupton, Wallingford
John T. Macdonald, Hartford
Joseph R. McCormick, Wethersfield
The Honorable Thomas J. Meskill, Hartford
Carl W. Nielsen, Hartford
William J. Sanders, Hartford
Charles Stroh, Hartford
Robert F. Taylor, Hartford
W. DeHomer Waller, New Haven

BOARD OF TRUSTEES FOR STATE COLLEGES

Mrs. Bernice C. Niejadlik, Chairman, Danielson
Frank Cammarano, New Haven
James E. Dyer, Danbury
Richard Gurney, Lakeville
Francis W. Hogan, Torrington
Ernest A. Johnson, Hamden
Miss Laura Johnson, Hartford
Ramon M. Martinez, Middletown
Marcus R. McCraven, New Haven
James F. McNally, Hartford
John F. Robinson, West Hartford
Alvin B. Woods, Bloomfield

BOARD OF TRUSTEES FOR REGIONAL COMMUNITY COLLEGES

Henry F. Fagan, Chairman, Stratford
Roger B. Bagley, Manchester
Robert P. Giannini, Bridgeport
Mrs. Elizabeth Joyner, Winsted
Paul Mali, Groton
Mrs. Dorothy C. McNulty, West Hartford
Marcos Ocasio, New Haven
Vincent J. Scamporino, Middletown
Mrs. Beryl Strout, Wallingford
W. Lonsdale Taylor, Woodstock Valley
Mrs. Marjorie Terrell, West Hartford
Max R. Traurig, Waterbury

BOARD OF TRUSTEES FOR STATE TECHNICAL COLLEGES

William Horowitz, Chairman, New Haven
Thomas G. Carruthers, Vernon
Mrs. Virginia D. Christian, Norwich
Mrs. Betty Lou Dorin, Berlin
G. Eugene Goundrey, Middletown
Mrs. Jane Dargan Humphries, West Hartford
Miss Margaret Kiely, Bridgeport
Nicholas A. Longo, Putnam
John E. Toffolon, Riverton

MANAGEMENT/POLICY GROUP

Henry E. Fagan, Chairman
  Board of Trustees Regional Community Colleges
Mrs. Bernice C. Niejadlik, Chairman
  Board of Trustees State Colleges
William Horowitz, Chairman
  Board of Trustees State Technical Colleges
Gordon W. Tasker, Chairman
  Board of Trustees University of Connecticut
Donald H. McGannon, Chairman
  Commission for Higher Education
Robert A. Kidera, President
  Connecticut Conference of Independent Colleges

Executive and General Assembly Liaison

Representative Howard M. Klebanoff
Stuart Smith, Office of the Governor
Senator Ruth O. Truex

REVIEW AND EVALUATION GROUP

Samuel M. Brownell
Consultant on Urban Education, Yale University
John J. Driscoll, President
Connecticut State Labor Council, AFL-CIO
The Reverend Edwin R. Edmonds
Dixwell Avenue Congregational Church, New Haven
Theodore F. Hogan, Jr., Chairman
State Commission on Human Rights and Opportunities, New Haven
Arthur Howe, Lyme
Carmine R. Lavieri
Secretary, Connecticut Bar Association, Winsted
Ms. Laura M. Pope, Executive Director
Connecticut Association of Boards of Education, Inc., Hartford
Dennen Reilley, West Hartford Public Schools, West Hartford
Mabel Murphy Smythe, Phelps-Stokes Fund, New York
Arthur L. Woods, President
Connecticut Business and Industry Association, Inc., Hartford

Ex-officio Members

Adolf G. Carlson, Commissioner
Department of Finance and Control
Ruben Figueroa, Commissioner
Department of Community Affairs
Mrs. Gloria Schaffer, Secretary of State

MANAGEMENT INFORMATION SYSTEM PROJECT TEAM

Dorothy Goodwin, The University of Connecticut
Cletus Clow, State Colleges
Kenneth Summerer, Regional Community Colleges
Joseph Karporwich, State Technical Colleges
Francis Degnan, Commission for Higher Education

George Hall, IBM
Charles Lounsbury, IBM
Roger Kalar, IBM

COMMISSION FOR HIGHER EDUCATION STAFF

Warren G. Hill, Chancellor
Louis Rabineau, Vice Chancellor; Director, Program Planning
Francis J. Degnan, Director, Research and Publications
R. Kent Fielding, Associate in Higher Education
Margaret A. Duffy, Associate in Higher Education
Mary Ellen Stanwick, Special Assistant
Linwood Robinson, Special Consultant
Josephine Cauley, typist

MASTER PLAN STAFF ASSOCIATES

David Basch, Board of Trustees for State Colleges
Brian H. Burke, University of Connecticut
Joseph Dunn, Central Connecticut State College
W. Lewis Hyde, Connecticut Conference of Independent Colleges
Stanley Macklow, Norwalk State Technical College
Bernard Shea, Board of Trustees of Regional Community Colleges
Sally A. Morgan, University of Connecticut

INTRODUCTION

The following report has been prepared by the Resource Group for consideration by the Commission for Higher Education as it develops a Master Plan for higher education in Connecticut. To insure clear understanding of this report a number of points should be emphasized:

- The findings and recommendations are the considered judgment of the individual Resource Group. They do not necessarily represent an opinion or position of the Commission for Higher Education or any other group such as the Management/Policy or Review and Evaluation Group.

- This report is one of eight reports. The Resource Group reports, as a whole, are position papers for consideration in the development of the Master Plan. They should not be construed as constituting a first draft of the Master Plan. Subsequent to further discussion and comment, the recommendations made in reports may be retained, revised, or deleted in the Master Plan.

- The recommendations of the group may conflict with recommendations made by other groups. The reconciliation of conflicting recommendations will be considered in the process of developing a draft Master Plan.

- The development of a Master Plan is a dynamic process requiring continuing input from many sources. Although the Resource Group reports provide an important source of judgments about the elements of the plan, additional reaction, comment, and thought is required before an initial draft of the Master Plan can be completed.

All questions and comments concerning this report should be addressed to Master Plan Staff Associates, c/o The Commission for Higher Education, P. O. Box 1320, Hartford, Connecticut 06101.

PROCESS OF THE MASTER PLAN

Groups Involved in the Master Plan

I. Commission for Higher Education: The State's coordinating agency for higher education was requested by the General Assembly (P.A. 194, 1972) to develop, in cooperation with the boards of trustees of the constituent units of the public system, a Master Plan for Higher Education in Connecticut. The plan is to be completed and submitted to the General Assembly by January, 1974.

II. Management/Policy Groups: A steering committee for the Master Plan process; membership consists of the chairmen of the boards of trustees for the constituent units, and the president of the Connecticut Conference of Independent Colleges. Liaison representation from the Governor's office and from the General Assembly are also represented.

III. Resource Groups: These groups are charged with developing position papers on specific topics for utilization in the development of a Master Plan. Membership is proportionately balanced between the higher education community and non-academics to insure that a broad spectrum of viewpoints be represented in group deliberations. Each group was assigned specific questions by the Management/Policy Group. In addition, each group was encouraged to address any other questions as it saw fit.

IV. Review and Evaluation Group: A group invited to review, evaluate, and make comments on the Resource Group reports and successive drafts of the Master Plan. Ten members represent a wide spectrum of the state's business and public interest activity and three ex-officio members are from state government.

V. Master Plan Staff Associates: Each of the constituent units of the public system and the Connecticut Conference of Independent Colleges have provided staff support for the Master Plan project. The staff associates serve a dual function: (1) each staff associate provided staff assistance to a Resource Group and, subsequently, (2) the staff associates will, in collaboration with the Commission staff, prepare the draft of the Master Plan.

VI. Constituent Unit Boards of Trustees, Including Faculty, Students and Administration: All boards of trustees of the higher education system are asked to review carefully the Resource Group reports and the Master Plan drafts to follow. It is expected that each institution will encourage the fullest possible discussion among faculty, students, and administrators.

VII. The Public: In addition to the higher education constituencies noted above, a vital input to the Master Plan is the participation of all who are interested, including: individuals in industry, labor, minorities, professionals -- in short, all organizations and individuals interested in higher education. Comments are invited at any stage of the development of the Master Plan. However, for consideration for the initial draft of the Master Plan, comments must be received by April 1973 and in the final draft of the Master Plan by September 1973.

AN OUTLINE OF ACTIVITIES FOR THE DEVELOPMENT OF THE MASTER PLAN

Activity	
1. CHE requests staff assistance from constituent units	6/72
2. CHE appoints Management/Policy Group	
3. Management/Policy Group:	
a. Identifies elements of Master Plan	
b. Develops queries to be addressed	
c. Appoints Resource Groups	
4. CHE holds Colloquium Orientation meeting	
5. CHE appoint Review and Evaluation Group	
6. CHE approves interim report for transmittal to Governor	12/72
7. Resource Groups complete and transmit papers to Management/ Policy Group	
8. Management/Policy Group distributes Resource Group reports to Constituent units, Review and Evaluation Group, and other interested groups and individuals	
9. Comments on Resource Group reports are submitted by Review and Evaluation Group, constituent units, and other interested individuals and groups	
10. Initial Draft of Master Plan is prepared and distributed to constituent units and Review and Evaluation Group	
11. Initial reactions are received and Draft of Master Plan is amended	
12. CHE sponsors public presentation of amended Draft of Master Plan and solicits comments from all groups and individuals who are interested	
13. Comments reviewed and evaluated and final draft prepared	
14. Management/Policy Group receives final comments on final Draft of Master Plan from constituent units and Review and Evaluation Group, reports to CHE	
15. CHE approves final draft of Master Plan and transmits it to the Governor and General Assembly	12/73

CONNECTICUT COMMISSION FOR HIGHER EDUCATION

MASTER PLAN FOR HIGHER EDUCATION

RESOURCE GROUP V -- IMPROVEMENT OF OPPORTUNITY

Report on Issues Relating to Improvement of Opportunity through Alternate Approaches to the Delivery of Higher Education Services

(Supplements *Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit*, a report to the Governor and the General Assembly from the Connecticut Commission for Higher Education, January 1973)

February 1973

ISSUES RELATING TO IMPROVEMENT OF OPPORTUNITY THROUGH ALTERNATE APPROACHES TO THE DELIVERY OF HIGHER EDUCATION SERVICES: A SUPPLEMENTARY REPORT BY RESOURCE GROUP V

The following report of Master Planning Resource Group V is presented both as an independent document and as a supplement to the report issued in January 1973 by the same group in response to a separate and previous charge from the Commission for Higher Education.

The earlier report, "Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit," was prepared for the Governor and General Assembly at the request of the Commission for Higher Education pursuant to Section 10-330a of the General Statutes. Copies are included in the distribution of resource documents relating to the Master Plan and are also available on request from the offices of the Commission for Higher Education.

Establishment of Resource Group

In August 1972 the Commission for Higher Education established Master Planning Resource Group V under the chairmanship of the Reverend William C. McInnes, S. J., President of Fairfield University, Fairfield, Connecticut. Members of the Commission's Committee on Alternate Approaches for the Delivery of Higher Education chaired by Father McInnes were co-opted to be members of Resource Group V. A list of members follows. Father McInnes became chairman emeritus at the end of January, 1973.

V. IMPROVEMENT OF OPPORTUNITY: Alternative Approaches for the Delivery of Higher Education Services

Chairman: The Rev. W. C. McInnes, S. J., President
Fairfield University

Staff Associate: Dr. Bernard Shea, Director of Research, Projects & Publications
Board of Trustees for Regional Community Colleges

Mr. Robert ALLISON
Student
Manchester Community College
Manchester

Dr. Bernard BERNER
Chief Counseling Psychologist
Veterans Administration Hospital
West Haven

Mr. Arthur J. BRISSETTE
Director of Continuing Education
Sacred Heart University
Bridgeport

Mr. William BROWN, Executive Director
Urban League of Greater Hartford
Hartford

Mrs. Doris CASSIDAY
American Association of University Women
Stamford

Dr. Joseph CHEPAITIS
Director of Academic Development
University of New Haven
West Haven

Mr. Bice CLEMOW
Editor, West Hartford News
West Hartford

Mr. F. Edward CRANZ
Professor of History
Connecticut College
New London

Dr. Harold DAVIS
Chairman, Administration and Supervision Department
Southern Connecticut State College
New Haven

Mr. Kenneth E. DEREGO
Director, Extension Service
Waterbury State Technical College
Waterbury

Miss Hilda E. DIAZ
Attorney
Hartford

Mr. Roy B. DION, Personnel Assistant
State Personnel Department
State Office Building
Hartford

Mr. Ben DIXON
State Personnel Department
Hartford

Mr. James A. DORSEY
Director, Adult and Continuing Education
State Department of Education
Hartford

The Honorable Lillian ERB
Judge of Probate
Groton

Mr. Jonathan F. FANTON
Special Assistant to the President
Yale University
New Haven

Mr. Douglas M. FELLOWS
Consultant, Educational Development Program
University of Hartford
West Hartford

Dr. Robert H. FENN
Dean of Faculty
Manchester Community College
Manchester

John G. FREYMANN, M. D.
Director of Education
The Hartford Hospital
Hartford

Mr. Galvin G. GALL
Assistant Provost
University of Connecticut
Storrs

Miss Carolyn GILLESPIE
Student
Eastern Connecticut State College
Willimantic

Dr. Peter GOLDMARK, President
Goldmark Communications Corporation
Stamford

Mr. Edmund GUBBINS
Director of Education
Department of Correction
Hartford

Mr. Stanley HARASIMOWITZ
Chairman, Department of Electric Technology
Thames Valley State Technical College
Norwich

Mr. Edward M. Harris, Jr.
Vice President, Secretary, and General Counsel, Pitney Bowes Inc.
Stamford

Dr. Michael J. HERRICK
Assistant Professor of English
Housatonic Community College
Bridgeport

Mr. Felix IRIZARRY, Jr.
Student
University of Hartford
West Hartford

Mrs. Merryl JACKSON
West Haven

Dr. H. B. JESTIN
Academic Vice President
Central Connecticut State College
New Britain

Mr. Frank L. JUSZLI, President
Norwalk State Technical College
Norwalk

Dr. Evelyn G. LEWIS
Consultant for Disadvantaged and Handicapped Programs
State Department of Education
Hartford

Mr. Anthony L. MASSO
Connecticut State Labor Council, AFL-CIO
Darien

Mr. Reinaldo MATOS
Assistant Director, New England Program in Teacher Education
Hamden

Mr. Robert E. PATRICELLI
Vice President
Greater Hartford Process
Hartford

Mr. Michael PERILLO
Assistant Director, Evening Division and Summer Session
Southern Connecticut State College
New Haven

Mrs. Carrie PERRY
Administrator, Ambulatory Health Care
Hartford

Dr. Leon J. RICHELLE
Associate Dean of the Graduate School
University of Connecticut
Storrs

Mr. Earl SHEPHERD
The Everywhere School
Hartford

Mr. Arthur L. SINGER, Jr.
Alfred P. Sloan Foundation
New York, New York

Mr. Paul K. TAFF, President
Connecticut Public Television
Hartford

Dr. David WAX
New England Board of Higher Education
Wellesley, Massachusetts

Queries from the Management/Policy Group

The first task of the Resource Group was to prepare responses to queries addressed to it on the subject of alternate approaches to the delivery of higher education. A copy of the queries with the Group's responses is attached *(Appendix A)*.

Findings and Recommendations

The findings and recommendations of Resource Group V are the findings and recommendations of the Committee on Alternate Approaches for the Delivery of Higher Education as presented in the report "Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit." These are attached *(Appendix B)*.

The findings and recommendations have emerged from an extensive background of information and opinion, much of which is set forth in the report of the Committee on Alternate Approaches cited above.

The contents of that report, particularly the discussion of external degrees, credit by examination, technical resources, and other nontraditional modes of service, have important implications for the future of higher education in Connecticut. They should be studied in the light of the recommendations of the other resource groups.

Review of Legislation

In view of the broad scope of the Group's original assignment as the Committee on Alternate Approaches, it was deemed appropriate to review the provisions of Public Act No. 194 in toto and to present suitable comments. Such comments are attached *(Appendix C)*.

APPENDIX A

QUERIES ON ALTERNATE APPROACHES TO THE DELIVERY OF HIGHER EDUCATION SERVICES ADDRESSED TO RESOURCE GROUP V BY THE MASTER PLANNING MANAGEMENT/POLICY GROUP

Question A. Is the present emphasis on degrees justifiable?

What alternatives are suggested?

Answer: When a person lacking academic credentials nevertheless finds an avenue to progress in business, the professions, public service, or a career, the implication seems to be "An Academic degree-who needs it?"

Many observers, habituated to the cycles of commerce, would take it as a sign that academic credentials have lost their market and that a new line of goods must be found. They would be mistaken. Avenues leading to higher education credentials are urgently needed. The problem lies not in the demand for services but in the capacity of the system to make delivery.

Traditionally, higher education has functioned chiefly to provide degrees for young people. Now its services are being sought equally by their elders. Social and economic changes are making periodic re-education a necessity for more and more persons in mid-career.

There are mounting pressures from a population of adults who are not only seeking higher learning in the basic sense but, more important, are seeking formal recognition of learning. The terminology of formal recognition is not confined to "degrees" alone. It includes "credits," "competencies," "certificates," and "diplomas." The differences have no bearing on the outcome; what is sought is valid recognition of achievement from an agency legally qualified and duly accredited to grant such recognition.

The college degree in this country has become more than the traditional certification of scholarly competence. It has become a prerequisite for social acceptance and for employment in a broad segment of occupations and fields, including those that do not directly involve scholarship. Because this is so, the degree is no longer needed only by the future teachers, scholars, or professionals, but by almost anyone who wants an even chance in securing a satisfying job and social position.

In order to understand this state of affairs, we must understand what magic the degree is presumed to have.

In the world of employment, an employer usually assumes that the degree-holder is going to be more serious and better motivated than the non-degree-holder, who has not invested the time, money, and energy required to earn a degree.

Further, the employer often relies on the college that awarded the degree to have selected and trained the most promising candidates. Therefore, he may assume that the degree-holder is going to have more promise than one who has not gone through the selection process.

In short, it is the process that has led to the awarding of the degree that demonstrates special merits in job seekers, not the degree itself. In thinking about alternate means of earning degrees, then, one must examine

the essential educational processes that stand behind them.

It is now generally acknowledged that four uninterrupted years of study in residence at a college is not the only process by which one can earn a valid bachelor's degree. But there are core processes in the degree which must be retained if the degree is to have the same value it has had previously. In defining the core process, we might consider what it is that the college offers its students.

The intellectual and psychological processes involved in getting a college degree must, in large measure, account for the special place that a degree holds in our society. The equivalent of this process may be attainable in other settings, but it is by no means a part of all adult experience. It is not, for instance, the same process that one goes through in learning a trade or in working one's way up within a company. Therefore, in order to give a degree that is equivalent to the degree awarded at the end of a college education, we must provide whatever will give the necessary intellectual and psychological content required. We must make these experiences available to those who seek a degree but for some reason cannot go to college. The college does not have a monopoly on knowledge, but if we are to award college degrees, there must be something of the college in the preparation for them.

There is no question that external degree programs are fast gaining acceptance as a part of American higher education. All over the country programs are being authorized and implemented by various other states and perhaps nowhere is this development gaining more momentum than here in the East. New York, New Jersey, Massachusetts, and Rhode Island have all begun programs of one type or another. To date, Connecticut has none, but it does have a responsibility to provide its citizens opportunities for higher education at least comparable to those offered by its neighboring states, let alone those offered by states in other parts of the country.

Question B. *Should an external degree program be mounted? If so, should a statewide system of external degrees be developed or should degrees be funneled through individual colleges and universities?*

Answer: Although increasing efforts are being made to make traditional programs more flexible, thousands of Connecticut residents are still denied access to higher education services. Moreover, many residents are penalized by a lack of formal recognition of learning achieved outside the classroom. As a result of these deprivations, the state's manpower is underutilized, and for many individuals serious inequalities in economic opportunity persist.

Clearly there exists amongst the adult population a potential clientele for alternate approaches to higher education. These include housewives, veterans, minorities, the elderly, community workers, and a variety of technical-level employees in public and private employment.

To the extent that Connecticut faces new pressures for educational opportunity, especially from postponement of higher education and from expansion of degree-level certification of post-secondary vocational education, it will be advantageous to develop appropriate avenues of nontraditional evaluation and recognition. In order to provide effective educational services the functions of instruction and evaluation need not be conducted within a single organization.

A comprehensive program for earning undergraduate degrees and college credit by nontraditional methods should be developed and coordinated on a state-wide basis including credit by examination, credit by transfer, credit for off-campus study, and credit for experience.

A new constituent unit within the state system of higher education should be created. This unit with its own board of trustees should have authority (1) to award undergraduate degrees on the basis of examinations and transfer of credit, (2) to award credit for learning on the basis of demonstrated competency without regard to how it was achieved, and (3) to provide services necessary to implement its functions as a degree and credit granting agency.

The Commission for Higher Education should be a catalytic public agency to promote maximum participation of post-secondary institutions and community service organizations in the delivery of alternative modes of higher education services by encouraging contractual relationships and the award of degrees by new and nontraditional methods.

Question C. What opportunities exist in the colleges for granting credit solely on the basis of testing? Work-experience?

Answer: In September 1972 forty-three accredited institutions of higher education in Connecticut received questionnaires seeking information on nontraditional practices. Within the month, all institutions had replied with results as compiled below:

NONTRADITIONAL UNDERGRADUATE PROGRAMS AND PRACTICES

AT ACCREDITED INSTITUTIONS IN CONNECTICUT - FALL 1972

	Public	*Indep.*	*Total*
INSTITUTIONS RESPONDING	*22*	*21*	*43*
Credit for employment experience	9	5	14
Credit for artistic achievement	1	2	3
Credit for volunteer work in health or social agencies	4	4	8

	Public	*Indep.*	*Total*
Credit for travel experience	1	1	2
Credit for military service	0	2	2
Public testing center for college-level examinations	7	6	13
Credit by examination without course enrollment	16	13	29
Credit by challenge examination for courses in which enrolled	4	3	7
Credits earned by examination accepted in transfer	13	14	27
Procedure available for validation of nontraditional learning	14	10	24
Types of examinations for evaluation of validated nontraditional learning:			
• Written examination prepared externally and with norms established on national, regional, or multi-institutional basis	12	9	21
• Written exams prepared locally by the faculty of one or more institutions and with norms on local or ad hoc basis	11	10	21
• Oral examinations	4	6	10
• Examinations by review of record of accomplishments or examples of completed work	6	6	12
• Simulation examination by which specific skills or quality of responses to a situation can be evaluated	4	3	7

Number of students in 1971-72 earning credits by examination (approx.)	700
Semester hours of credit earned in 1971-72 by examination (approx.)	4200

Question D. *Is optimal use being made of technology in higher education?*

In what, if any, ways should technology be utilized increasingly?

Answer: A survey of technological resources shows many are available for electronic delivery of higher education services, but a number of new technological resources remain as yet under-utilized.

It appears that the current thrust to exploit technological resources as an aid to participation in programs of nontraditional learning does not in essence differ from previous efforts to utilize such resources in traditional programs. What is different today is the imminence of major advances in the availability of television resources including cable TV and videotape cassettes for instructional purposes.

Accredited institutions in Connecticut have an existing basis of electronic audio-visual resources including closed-circuit television and computer terminals. Also available is a state-wide public television network plus the extraordinary potential of cable television.

Absent from the scene is a broadly supported integrating force at the highest possible administrative level to promote utilization of the resources now available.

The task of promoting the use of technological resources will lead to study of a wide range of fundamental questions with respect to instructional television. Heretofore the single question that has been generally asked has been an unambitious question: How can television assist the existing educational process? One might ask, rather, how the process itself can be altered and improved by the conjuncture with television. How, for example, does one present the structure of an academic discipline when television is a part of, or all of, the mode of presentation? Are there new modes of continuing education that are now, for the first time, practical? Does television have special capacities for affecting motivations and attitudes; if so, how are they to be governed and used? What are the varying roles that teachers and para-teachers might play in a system within which television is intimately associated? What are the interplays between television and existing technologies, in particular the press?

It is suggested that the existing sum of methods and resources for the delivery of higher education services in Connecticut be augmented by:

(a) Increasing the participation of the Connecticut Public Television organization in the delivery of higher education services through development of appropriate program resources, assistance to institutions and local agencies, and coordination of programming with educational goals.

(b) Development of a system of regional radio/video/computer resources for use by non-affiliated learners.

(c) Establishing a public authority responsible for developing and expanding the utilization of public television and cable television

as a means of delivering instructional services both independently and in cooperation with existing institutions and agencies. This should be an organization established by legislative action as a component of the state system of higher education. Its concern would be with the delivery of instructional services through television, radio, computer and all related technological media. The role of evaluation of learning and award of degrees would be performed by other agencies, for example, the presently accredited institutions or a new state degree-granting agency created to serve nontraditional programs.

Governance of the proposed organization is a critical issue. The role of the governing board is to bring about improvement in an existing situation for the benefit of the general public. Therefore, membership should include a majority of persons keenly aware both of the advantages and the potential of electronic delivery systems.

The authority of the organization will of necessity be independent both of existing institutions of higher education and of media agencies. Quality control can be assured through the mechanism of state licensure and accreditation. Budgetary independence including authority to receive grants will be essential to assure necessary leverage, Certain regulatory powers would probably be needed to curb erosion of scarce resources.

The liaison function of the organization will be important. In addition to industry groups, there should be close coordination with groups that are representative of the academic community.

(d) Establishment of a "Connecticut Tele-versity" using radio, television, and computer resources.

Question E. What, if any, relationships should be established with other states and/or agencies?

Answer: Two programs in America stand out as potential models and resources-in-being for Connecticut. One of these is the Regents External Degree Program of the University of the State of New York based in the State Education Department at Albany. The other is the so-called University Without Walls operating through the consortium of institutions organized as the Union of Experimenting Colleges and Universities, Yellow Springs, Ohio. Both programs have obtained degree-granting authority in their home states, hence have basic accredited status. Both plan to seek regional accreditation.

One immediate possibility for providing the opportunity to earn an external degree in Connecticut would be an agreement and appropriate supporting activities sponsored by the Commission for Higher Education to facilitate enrollment in the Regents External Degree Program of the University of the State of New York and/or similar programs in neighboring

states, e. g. New Jersey. Concurrently there is the possibility of participation by new and present public and independent institutions in consortia offering nontraditional learning programs and degrees.

APPENDIX B

EXCERPTS OF PRINCIPAL FINDINGS AND RECOMMENDATIONS

V. Improvement of Opportunity: Alternate Approaches for the Delivery of Higher Education Services

EXCERPTS OF PRINCIPAL FINDINGS AND RECOMMENDATIONS

FINDINGS:

1. Institutions and agencies inside and outside the system of traditionally organized and accredited higher education are in need of new formats in order to increase their ability to meet the needs of the state. It is possible to improve Connecticut's system of higher education in terms both of quality and of opportunities by establishing a program to award external degrees.

2. Although increasing efforts are being made to make traditional programs more flexible, thousands of Connecticut residents are still denied access to higher education services. Moreover, many residents are penalized by a lack of formal recognition of learning achieved outside the classroom. As a result of these deprivations, the state's manpower is underutilized, and for many individuals serious inequalities in economic opportunity persist.

3. On their own initiative, many colleges and universities within the state are developing programs for external degrees, credit by examination, and technology-supported teaching.

4. A substantial foundation of communications media is already available and is developing for technology-supported teaching.

Findings (cont.)

5. A program to award external degrees requires encouragement, status, and continuity. In order to provide effective educational services the functions of instruction and evaluation need not be conducted within a single organization.

6. Since economic factors play an important part in the development of educational programs, it is imperative that steps be taken to assure maximum benefits in relation to costs.

7. The development of alternatives to traditional modes of higher education requires appropriate new regulations by state licensing authorities.

8. The success of a new program of nontraditional educational services depends heavily upon its acceptance by traditional institutions and the general public.

9. Evaluation is necessary to monitor any nontraditional program.

RECOMMENDATIONS:

1. A comprehensive program for earning undergraduate degrees and college credit by nontraditional methods should be developed and coordinated on a state-wide basis including credit by examination, credit by transfer, credit for off-campus study, and credit for experience.

Recommendations (cont.)

2. Priority for new opportunities in higher education should go to persons currently denied access especially veterans, minorities, low-income groups, shift workers, housewives, the handicapped, the elderly, and those seeking additional career education. Immediate attention should be given to student guidance and public information to encourage the use of existing and new alternate methods of earning college credits and degrees.

3. The Commission for Higher Education should be a catalytic public agency to promote maximum participation of post-secondary institutions and community service organizations in the delivery of alternative modes of higher education services by encouraging contractual relationships and the award of degrees by new and nontraditional methods.

4. Immediate attention should go to expanding the utilization of existing and new systems for delivery of higher education services through radio, television, press, computer, and other technological resources. A continuing staff program of research and development should be an integral part of such activity.

5. A new constituent unit within the state system of higher education should be created. This unit with its own board of trustees should have authority (1) to award undergraduate degrees on the basis of examinations and transfer of credit, (2) to award credit for learning on the basis of demonstrated competency without regard to how it was achieved, and (3) to

Recommendations (cont.)

provide services necessary to implement its functions as a degree and credit granting agency.

6. Public funds should be made available to staff and implement a pilot program on an expandable basis in response to a continuing appraisal of need.

7. The Commission for Higher Education should issue regulations in accordance with Section 10-330a (b) of the 1971 supplement to the General Statutes of Connecticut. The recent Federation of Regional Accrediting Commissions of Higher Education (FRACHE) report of guidelines for accreditation of nontraditional degree programs should be utilized in preparing said regulations.

8. The new unit established to promote programs of nontraditional study and/or to award external degrees and credit by examination should seek to obtain full accreditation from the New England Association of Schools and Colleges.

9. Steps should be taken to monitor the performance of non-traditional programs and to guarantee the adequacy and quality of services to minority and other target populations. Evaluation of programs should be vested in an advisory group made up of representatives from traditional higher education, representatives from the target populations (including participants in the program), and representatives from the public at large.

APPENDIX C

REVIEW OF LEGISLATION

APPENDIX C - REVIEW OF LEGISLATION

The Resource Group has examined the text of Public Act No. 194 (below) and presents its comments as follows:

PUBLIC ACT NO. 194

AN ACT CONCERNING A MASTER PLAN FOR HIGHER EDUCATION

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Subsection (b) of section 10-324 of the 1969 supplement to the general statutes is repealed and the following is substituted in lieu thereof: Said Commission shall review recent studies of the need for higher education services, with special attention to those completed pursuant to legislative action, and to meet such needs shall initiate additional programs or services through one or more of the constituent units. (1) SAID COMMISSION SHALL PREPARE IN COOPERATION WITH THE CONSTITUENT UNITS A FIVE-YEAR MASTER PLAN FOR APPROVAL BY THE GOVERNOR AND THE GENERAL ASSEMBLY. SAID MASTER PLAN SHALL BE REVISED BIENNIALLY. (2) THE MASTER PLAN SHALL INCLUDE, BUT NOT BE LIMITED TO, THE FOLLOWING ELEMENTS: (A) GOALS FOR THE SYSTEM; (B) THE NUMBER AND LOCATION OF INSTITUTIONAL UNITS; (C) THE ROLE AND SCOPE OF EACH UNIT; (D) DISTRIBUTION OF ENROLLMENT; (E) UTILIZATION OF EXISTING FACILITIES AND THE NEED FOR NEW FACILITIES; (F) PROGRAM DISTRIBUTION AND THE NEED FOR PROGRAM REVISION, INCLUDING TERMINATION OF UNPRODUCTIVE, OBSOLETE OR UNNECESSARILY DUPLICATIVE PROGRAMS; (G) MEASURES DESIGNED TO IMPROVE OPPORTUNITY IN HIGHER EDUCATION, INSTITUTIONAL RESPONSIVENESS TO THE CHANGING NEEDS OF SOCIETY AND INSTITUTIONAL PRODUCTIVITY, INCLUDING OPTIMAL USE OF NEW MEDIA AND TECHNOLOGIES, AND (H) TRANSFER OF STUDENTS BETWEEN INSTITUTIONS AND PROGRAMS. (3) IN DEVELOPING A MASTER PLAN, CONSIDERATION SHALL BE GIVEN TO THE LONG-RANGE PLANS OF THE INDEPENDENT COLLEGES OF CONNECTICUT. (4) THE FIRST MASTER PLAN SHALL BE PRESENTED NOT LATER THAN JANUARY 1, 1974, AND AN INTERIM REPORT NOT LATER THAN JANUARY 1, 1973, TO THE GOVERNOR AND THE GENERAL ASSEMBLY. IN IMPLEMENTING THIS ACT, THE COMMISSION MAY REQUEST, AND THE CONSTITUENT UNITS OF THE SYSTEM OF HIGHER EDUCATION SHALL PROVIDE, SUCH ASSISTANCE AS MAY BE REQUIRED BY THE COMMISSION AND AGREED UPON BY THE COMMISSION AND THE CONSTITUENT UNITS.

A. GOALS FOR THE SYSTEM

A basic concept on which the system operates should be that all post-secondary educational institutions and agencies -- public, independent, proprietary, community, governmental, and industrial -- are considered as a single resource committed to the common goal of providing an opportunity for participation in a program of postsecondary education for every citizen of Connecticut.

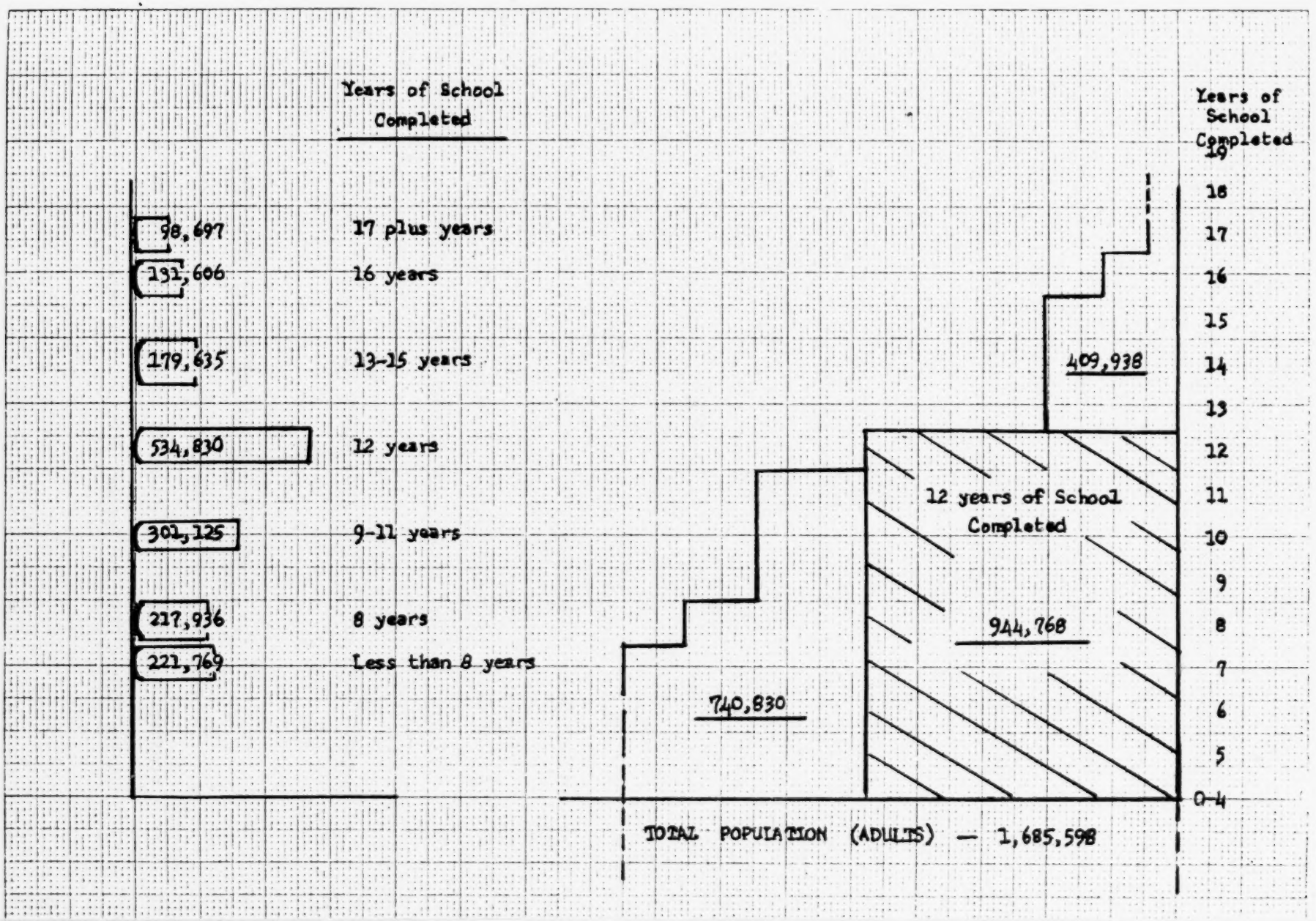
Goals for the system should include provision for the needs of non-affiliated students, especially adults, (1) who have a need, desire, and capability for further education and re-training to fulfill occupational objectives, or (2) who have need for formal recognition of learning they have acquired outside the classroom.

Census figures on educational achievement indicate that approximately 535,000 Connecticut residents age 25 and older have completed four years of high school but less than one year of college. This group, which is already beyond the normal age for college attendance, will have need for special educational provisions if it is to remain competitive with younger groups who have benefited from the recent expansion in opportunities for higher education.

B. LOCATION AND NUMBER OF INSTITUTIONAL UNITS

In view of the very recent movement to establish external degree programs and open universities, it is urged that there be provision in the Master Plan for further study of the impact of these innovations

PROFILE OF EDUCATIONAL ACHIEVEMENT - CONNECTICUT - U. S. CENSUS 1970
Adult Population - Persons Age 25 and Older



on patterns of enrollment so that estimates of need for new institutions and for changes in existing institutions may be modified accordingly.

C. THE ROLE AND SCOPE OF EACH UNIT

Some existing units functioning in the traditional mode may be affected either positively or negatively by the evolution toward new services, new sequences, new purposes, new emphasis on levels of training, and new concepts of what constitutes learning. There should be provision for continuous study of the impact of new expectations fostered by external degree programs, particularly programs conducted in cooperation with business, industry, and governmental agencies.

D. DISTRIBUTION OF ENROLLMENT

Growth of alternative modes of earning credits and degrees - coupled with increasing stress on career relevance in higher education - may be expected to diminish the willingness of students to abide by distribution quotas that have the effect of forcing them into attendance at traditional institutions, particularly at non-urban centers and campuses. For such students attendance at a succession of institutions may be feasible and/or necessary. The characteristics of the individual and his unique contribution must receive primary consideration. There will be a tendency of students to choose part-time study, and this will affect distribution patterns.

E. UTILIZATION OF EXISTING FACILITIES AND NEED FOR NEW FACILITIES

It will be advisable to consider utilization of facilities such as store fronts, public libraries, television reception areas, computer centers, and similar locales providing for flexibility in learning opportunities off campus.

F. PROGRAM DISTRIBUTION

See C. (above)

G. MEASURES DESIGNED TO IMPROVE (1) OPPORTUNITY IN HIGHER EDUCATION, (2) INSTITUTIONAL RESPONSIVENESS TO THE CHANGING NEEDS OF SOCIETY, AND (3) INSTITUTIONAL PRODUCTIVITY, INCLUDING OPTIMAL USE OF NEW MEDIA AND TECHNOLOGIES

Public endorsement supplemented, when feasible, by support from public funds should go to institutions taking measures designed to bring about improvement in opportunity, responsiveness, and productivity as suggested below:

(1) Improvement of opportunity in higher education

(a) Provision of opportunities to acquire both postsecondary learning and the formal recognition of such learning for all citizens desirous of earning same. Places should be made available as needed in programs, agencies, and institutions in order to assure direct response both to individual goals and objectives and to the collective economic and social needs identified by the employing community. With regard to the individual, it should be recognized that educational

objectives may be strongly influenced by cultural values that relate to the person's way of life rather than to purely economic considerations. Alternative modes of earning credits and degrees -- especially external degree programs -- should figure prominently as the medium for meeting the needs of adults not presently enrolled in traditional programs of higher education.

(b) Adoption of principle of "fee-for-service" to govern policies for marketing, pricing, and delivery of postsecondary educational services, particularly for the non-affiliated student. Specific roles should be assigned to third-party payers, i.e., the state, the federal government, endowment funds, and contributors. Consideration should be given to a system of subsidies for educational and living expenses which would be assessed against third-party payers. These subsidies should be made available to all citizens seeking learning whether or not affiliated with an institution. The basis of award should be the individual's need rather than success in predictive examinations or rank in class.

(2) Improvement in institutional responsiveness to the changing needs of society.

(a) Development of courses of instruction in subjects not now included in the canon or postsecondary and higher education or, if included, not deemed worthy of academic degree credit. New courses might also reflect the core of knowledge and attitudes appropriate to various types of career.

(b) Development of written examinations and other mechanisms for evaluation of learning deemed worthy of academic degree credit in situations where no course of instruction is available or practicable. Institutions should have on call a cadre of experts to make evaluations in areas outside the normal scope of faculty expertise.

(c) Acceptance of responsibility for counseling of non-affiliated students, particularly a responsibility to keep abreast of trends in the labor market in the local service region.

(d) Acceptance of external degrees and credits earned by examination in accredited external degree programs on a par with degrees and credits earned through attendance at a college or university.

(e) Acceptance by the academic faculty as a guiding principle that evaluation and instruction are separable functions.

(f) Establishment of programs of specialized instruction and validation of nontraditional learning experiences to bring about an increase in number of credits and degrees earned by racial and ethnic minority enrollees vis a vis the non-minority population to assure eventual equalization of attainment and economic opportunity.

(g) Special emphasis given to learning that relates to occupational and living needs, particularly the learning required to offset technological displacement and a knowledge of marketing as it relates to the problems of maintaining a family.

(h) Development of programs of interdisciplinary study in order to bring educational resources to bear on particular needs and opportunities.

(3) Institutional productivity, including optimal use of new media and technology.

(a) Average academic class size used as the basic measure of productivity. All institutions should agree to assign to one institution (university or comprehensive college) their "caretaker" responsibilities for providing instruction in those subjects, such as Greek and Latin, where student interest has diminished and social usefulness is difficult to substantiate.

(b) The institution endeavors to minimize the number of occasions wherein students discontinue courses of instruction in which enrolled. Every effort should be made through careful placement, realistic standards, flexible scheduling, and delivery of instruction by alternate methods to assure that each commitment of faculty services will yield the expected results in terms of the successful earning of academic credit.

(c) Large classes, independent study, and audio-visual reinforcement devices are used in appropriate combinations and in appropriate situations, particularly to compensate for the cost of specialized instruction involving small classes.

(d) Audio-visual and computer delivery systems, in combinations with nationally standarized subject-matter examinations, are made available for students capable of making academic progress outside the traditional system of time and space-fixed classroom instruction.

(e) Full advantage is being taken of regional televised educational programs, including both broadcast and cable dissemination

supplemented by video-tape cassettes.

(f) The institution utilizes library exchange systems, cultural performances, and other community resources to supplement its formal programs of instruction.

(g) There is interaction with the employing community through exploration of opportunities for work-study and other forms of career-oriented learning experiences.

H. TRANSFER OF STUDENTS BETWEEN INSTITUTIONS AND PROGRAMS

Establishment of a Board for State Academic Awards as recommended by the Committee on Alternate Approaches for the Delivery of Higher Education could diminish individual problems of transfer through implementation of long-term educational planning under guidance of a statewide system of "learning facilitators" organized by regions.